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ABSTRACT

In contrast to other volumes on language immersion programs that have discussed language outcomes, this book focuses on how teachers and school administrators implement and carry on the daily operations of immersion schooling. It chronicles a 2-year research project that involved the staff and principals of two immersion schools in the midwest, in collaboration with a team of researchers that included specialists in second language as well as in language arts teaching. Two in-depth studies of immersion teachers are included: a study of the use of drama in the immersion classroom, and an analysis of the use of children's literature. The book concludes with discussion of preparing and maintaining immersion school staff. Chapters and authors are: "Immersion Teachers' Pedagogical Beliefs and Practices: Results of a Descriptive Analysis" (Ann Salomone); "How Many Wednesdays? A Portrait of Immersion Teaching through Reflection" (Carolyn Mendez); "Learning through Drama in the Immersion Classroom" (Deborah Wilburn); "Whole Language and Literature in a French Immersion Elementary School" (Janet Hickman); "Student-Teacher Interactions in Selected French Immersion Classrooms" (Ann Salamone); "The Development of Immersion Teachers" (Elizabeth Bernhardt and Leslie Schrier); "Meeting the Challenges of Immersion: The Role of the Foreign Language Supervisor" (Diane Ging); and "Immersion: A Principal's Perspective" (Roger Coffman). (LB)

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